

40 Pierce Dr #3
Augusta ME, 04330

May 2, 2017
Cony High School
Augusta, ME

Dear Hiring Committee, or To Whom it May Concern,

I am applying for the middle school social studies position that was posted on ServingSchools.com. I will be graduating from the University of Maine at Farmington in December of 2017, with a major in Secondary Education with a concentration in social studies and a minor in International Global Studies. After I have completed my student teaching and passed both the Social Studies Praxis II and Middle School Praxis II, I will be eligible for the Maine State Teaching Certificate in grades 5-12. I am interested in this position as middle school is my desired age group to teach, and I am interested in the nature of this high school, being a 7-12 school.

Being a new teacher, I am interested in bringing hands on learning into the classroom, which is a skill that I have grown through my experience as a dance teacher teaching younger students. During that experience, I worked closely with younger children to help them learn new skills and work together to get something accomplished. Both of these skills are things that I will bring into my classroom. During my time at the University of Maine at Farmington and my teaching experience in a middle school classroom during my practicum field experience, I have been able to hone in my skills as an educator and given me a strong sense of the kind of teacher that I want to become. I believe that my skills are in working closely with students to help them reach their goals, bring outside learning into the classroom and help further students understanding of the world that they live in.

I look forward to discussing my qualifications with you in an interview. Please find enclosed my resume, three letters of recommendations and a copy of my transcript. If you have any questions about my application, please feel free to contact me through phone at (207)380-4698 or by email at katherine.norton1@maine.edu. Thank you for considering my application.

Sincerely,

Katherine Norton

Katherine M. Norton

186 Back Narrows RD
Boothbay ME, 04537
katherine.norton1@maine.edu
(207) 380-4698

EDUCATION EXPERIENCE:

University of Maine at Farmington located in Farmington Maine
B.S. in Secondary Education with a concentration in Social Studies with a minor in International Global Studies

GPA: 3.1

Expected Graduation Date: December 2017

Boothbay Region High School located in Boothbay Maine

Graduation Date: May 2013

TEACHING EXPERIENCE:

Substitute Teacher, Boothbay Region High School

Boothbay, Maine, 2017- Present

- Does daily activities with high school students, facilitates a classroom and keeps students learning on track

Practicum Teacher, Mt. Blue Middle School

Farmington, Maine, Spring 2015

- Worked alongside a full time teacher, assisted students on their daily work, wrote lessons and attended meetings with mentor teacher.

Mentor, Mt. Blue Middle School

Farmington, Maine, Fall 2013

- Worked with students during their study hall period to assist them with their homework and any other work they may have

Dance Teacher, Midcoast Dance Studio

Newcastle, Maine, 2010-2013

- Taught dance classes to students ages 3-6, including some with developmental disabilities, and choreographed and presented a dance for them to perform during the end of the year recital

LEADERSHIP EXPERIENCE:

Vice President, Bust a Move Beavers

University of Maine at Farmington, Spring 2016

- Worked alongside the club president to run a large dance club on campus, facilitated group meetings, generally kept things running smoothly

Trainer, House of Logan

Boothbay, Maine, 2013-Present

- Training new employees at House of Logan, a retail store, teaching them how to run sales, price new items, run inventory etc. etc.

TECHNOLOGY SKILLS:

Proficient in Google Docs, Weebly, Word, Excel, Google Slides, iMovie, GarageBand, Photoshop, Kahoot, Blogger, Prezi, Powerpoint, Wikispaces

CERTIFICATIONS:

Certified in CPR

PRESENTATIONS:

Presented a geography app at Moose Tech, a technology conference in Maine, during Spring 2015

REFERENCES:

Faye Cayn, Owner

Midcoast Dance Studio, Newcastle Maine

(207) 563-1438

Elizabeth Evans, Supervisor/Advisor

University of Maine at Farmington, Farmington Maine

(207) 491-0077, eevans@maine.edu

Alex Logan, Owner

House of Logan, Boothbay Maine

(207) 633-2293, atl@houseoflogan.org

The Augusta School Board of Education does not discriminate in the operations of its educational and employment policies and will honor all appropriate laws relative to discrimination.

Date: May 2, 2017.

Position(s) Applying For: Middle School Social Studies.

When will you be available? Fall 2017

PERSONAL INFORMATION:

Name: Norton, Katherine, Mary.
(Last, First, Middle)

Home Phone: (207)-380-4698 Daytime Phone: (207)-380-4698

Email Address: katherine.norton1@maine.edu

Address: 120 Lake Avenue
(Mailing Address)

Farmington, Maine, 04938
(City, State, Zip)

CERTIFICATION INFORMATION: *List certification(s) you hold and provide copies of certification.*

<i>Type</i>	<i>State</i>	<i>Date Issued</i>	<i>Date of Expiration</i>
N/A			

If you do not hold a Maine certification, for what type of Maine certificate are you applying and eligible?

I will be applying for Maine certification following graduation and subsequent student teaching at the University of Maine at Farmington.

NOTE: Candidates who do not hold Maine certification should direct an inquiry to the Maine Department of Education, Division of Certification and Placement, 23 State House Station, Augusta, Maine 04333-0023; Telephone (207) 624-6603.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

N/A

ACADEMIC AND PROFESSIONAL TRAINING: *Transcripts, including grades, from all college(s) and university(s) attended must be provided.*

<i>Colleges/Universities Attended Completed</i>	<i>Location</i>	<i>Degree</i>	<i>No. of Years</i>
University of Maine at Farmington	Farmington, Me	B. of Science: Social Studies	Four and a half

Major field of study: *(Undergraduate)* Secondary Education. Number of semester hours: Forty Eight.

Minor field of study: *(Undergraduate)* International Global Studies. Number of semester hours: Twenty.

Major field of study: *(Graduate)* N/A Number of semester hours: N/A

Minor field of study: *(Graduate)* N/A Number of semester hours: N/A

Date last professional course taken: Spring 2017

PROFESSIONAL EXPERIENCE: *A resume must be provided. Please list all positions held for the past ten years, beginning with your current or most recent employment. Account for any gaps in employment on a separate page.*

<i>Position</i>	<i>Employer</i>	<i>Employer Address</i>	<i>Dates (From /To)</i>
Substitute Teacher	AOS 98	51 Emery Ln, Boothbay, ME	January 2017 - Present
Retail Associate	House of Logan	20 Townsend Ave, Boothbay, ME	June 2011 - Present

Dance Teacher
2010 - May 2013

Midcoast Dance Studio

640 Route 1, Newcastle, ME Sep

Number of years of *teaching* experience:

None

WRITTEN RESPONSES *Please attach a written response for the following:*

1. **PLEASE SHARE YOUR EDUCATIONAL PHILOSOPHY.**
2. Please See Attached

1. **WHAT ONE FACTOR WAS MOST INFLUENTIAL IN YOUR DECISION TO BECOME A TEACHER?**
Please See Attached.

MAJOR ACCOMPLISHMENT(S):

Dean's List at University of Maine at Farmington from Spring 2015-Fall 2016.

OTHER WORK EXPERIENCE AND ACHIEVEMENTS: *(Indicate type of work, length of service, name and address of employer, and dates)*

Practicum at Mt. Blue Middle School (269 Middle Street, Farmington Maine) in a middle school social studies classroom (Spring (2015)

Mentoring at Mt. Blue Middle School (269 Middle Street, Farmington Maine) in a middle school english classroom (Fall 2013)

CIVIC AND COMMUNITY INVOLVEMENT:

Assistant Volunteer dance teacher at Midcoast Dance Studio (2007-2009)

Volunteering at the YMCA After school & Day Care Program (Boothbay, Maine) (2008-2009)

Volunteering at St. Andrews Village Retirement Community with events (Boothbay Maine) (2005-2008)

REFERENCES; *Please provide the names of three to five references and indicate by number if they best know of: (1) your ability as an administrator; (2) your personal qualities and character traits; or (3) your scholastic or other attainments. In addition, please provide three current letters of reference from persons who are not related to you (may be from references listed below).*

<i>Name</i>	<i>Address</i>	<i>Phone</i>	<i>Position</i>
Danita Gilbert.	269 Middle Street Farmington	(207) 778-3511	Social Studies Teacher.
Student Teaching Mentor.	100 Main Street, Maine.	(207) 555-5555.	Social Studies/History Teacher.
Student Teaching Advisor.	186 High Street, Farmington.	(207) 778-7000.	Field Supervisor .
Elizabeth Evans.	186 High Street, Farmington.	(207) 491-0077.	Practicum Supervisor/Major Advisor.

OTHER INFORMATION; *The Augusta Board of Education is committed to conducting a thorough screening of applicants for all positions and requires the completion of the following questions of all candidates.*

Have you ever been disciplined, discharged or asked to resign from a prior position? Yes ☐ No ☒

Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review? Yes ☐ No ☒

Has your contract in a prior position ever been non-renewed? Yes ☐ No ☒

Have you ever not been nominated for re-employment in a prior position or ever had your nomination for re-employment not be approved? Yes ☐ No ☒

Have you ever been charged with or investigated for sexual abuse or harassment of another person? Yes ☐ No ☒

Have you ever been convicted of a crime (other than a minor traffic offense)? Yes ☐ No ☒

Have you ever entered a plea of guilty or “no contest” (nolo contendere) to any crime (other than a

minor traffic offense)? Yes ☐ No ☒

Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state? Yes ☐ No ☒

Has any court ever deferred, filed or dismissed proceedings without a finding of guilty and required that you pay a fine, penalty or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)? Yes ☐ No ☒

If you have answered YES to any of the previous questions, provide full details on an additional sheet including, with respect to court actions, the date, offense in question, and the address of the court involved. Conviction or other disposition of a crime is not necessarily an automatic bar to employment.

My signature below constitutes authorization to check my employment history, including without limitation, criminal arrest and conviction record checks, reference checks, and release of investigatory information possessed by any state, local or federal agency. I further authorize those persons, agencies or entities that the Augusta School Department contacts in connection with my employment application to fully provide the Augusta School Department any information on the matters set forth above. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against the Augusta School Department, its agents and officials, or against any provider of such information.

I understand that information submitted in and with this application may be disclosed to a screening and/or interviewing committee, which may include board members, administrators, other staff, and members of the community. I give my consent to this disclosure.

I understand that providing false or misleading information on this application or in the application or employment screening process shall be fully sufficient grounds to refuse to employ the applicant or, if the applicant has been employed, to immediately dismiss the applicant/employee.

Katherine Mary Norton

05/02/17

Applicant's Signature *Date*

APPLICATION CHECKLIST: The completed employment application cannot be evaluated unless all of the following materials have been provided:

- ☐ Application form fully completed
- ☐ Application signed and dated
- ☐ Copies of Transcript(s)
- ☐ Copies of Maine Certification(s)
- ☐ Resume
- ☐ Gaps in employment during the past ten years explained
- ☐ Written Responses
- ☐ YES to any of the questions in the Background section explained
- ☐ Three (3) signed letters of recommendation

note: All application materials become the property of the Augusta School Department. None will be returned.

The Augusta School Department is an Equal Opportunity/Affirmative Action Employer.

Revised June 2015

For me, teaching has always been about the students and what the students can get out of the experience of being in my classroom. My biggest goal as a teacher, has always been to make the students be passionate and feel something about what they are learning. I want my students to walk away from my class feeling passionate about what they were learning, and having what they experienced in my class sit with them, days after they walked out of my classroom. Every student will be in class, but I want every student to be present and active and engaging and learning, every single day.

I think the way to do this, is create lessons and activities and a classroom where students feel like they have a voice. When students graduate and enter the real world, all of their decisions are their own and they are going to have to take responsibilities for their actions and problem solve on how their choices and decisions will impact them, I want this to all start in the classroom. I want students to learn about choice and the decisions that they can make in their own learning to succeed. Every student should have the ability to succeed in a classroom, and no student should feel like they can't succeed, I want to make sure all of my students feel like they have the power in them to succeed.

Especially when it comes to history, too many classes are by the book and are all about memorizing names and dates, and this not only keeps students from learning the whole picture of history and our world, it's a method that only works for some students, as a teacher, I want to extend and break open the typical history classroom framework. I want to teach students the names and the dates, but in such a way that they're going to remember it and find meaning in it. I personally feel like history is one of the most meaningful things that we can learn, it holds so much meaning and power in our world today and it impacts every student, whether they realize it or not, which is something I want to emphasize in my own classroom. By getting students excited about history and making it feel like something that's important, I think all students will have the power to succeed.

When it comes down to it, my teaching philosophy is very simple, it's all about the students. I may be there as a teacher to teach my students something, but they have just as much power to teach me something. I want my class to be meaningful and make my students feel something. I want my classroom to be a place where students have choice and feel like they have a voice that matters. That's what's most important to me as a teacher.

“What one factor was most influential in your decision to become a teacher?”

Katherine Norton

May 2, 2017

There were a lot of reasons that I decided that I wanted to become a teacher. I had always been interested in the field, and as a little girl had played school in my bedroom, hoping that one day I would become a teacher and have a real classroom. But, I think, unfortunately, the biggest factor that made me decide that I wanted to become a teacher, was the experience that I had with a bad teacher when I was in high school. When I was a sophomore in high school, I had to take United States History 1, which was a general class that everyone had to take and there was only one teacher for it. The class itself was very much formulaic, every day we would have a lecture, write down everything on the slides, and that was pretty much it. The only days that weren't lectures were test days and the rare, but occasional film day, which usually only happened if we had a substitute teacher.

I had always loved history and enjoyed learning about it, but this class held no interest me and was very by the book, learning only names and dates and big events, never scratching much beyond the surface. We had textbooks, and vocabulary quizzes where we had to write the exact definition from the book on our quiz, or we would get points off. It was all so technical and I hated it. I got nothing out of the class and when all was said and done, the teacher informed me that I wasn't smart enough to take the AP History course offered to juniors. It was during that class that I knew that I wanted to change things. I hated every second of my time in that class, and it helped me realize that I want to teach history the way that it should be taught.

Having an awful teacher was something I had to live with for an entire year of high school, and I decided that I wanted to be a different kind of teacher completely. So, now I look back on that teacher as the example of what I don't want to be. I want to teach meaning and dig deep into things, not just look at names and dates and force kids to look at slideshows. I want to be more than that, so that's what I decided to do.

**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION**

LESSON PLAN FORMAT

Teacher's Name: Ms. Norton **Lesson #:** 2 **Facet:** Self Knowledge & Application

Grade Level: 6-8 **Numbers of Days:** 3-4 Days

Topic: The Importance of Multiple Viewpoints during the Holocaust

PART I:

Objectives

Students will understand that they can study the Holocaust through many different points of view.

Students will know important groups and people such as, Adolf Hitler, Anne Frank, Oskar Schindler, Aryan Race, German Reich, Jews, Gypsies, and Homosexuals.

Students will be able to understand why it is important to look at events from more than one point of view and it's important to do so with every event, whether it be a historical event, or an event in our own lives.

Product:

Blog/Wiki/Weebly

Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment

Content Area: Social Studies

Standard Label: E. History

Standard: E1 Historical Knowledge, Concepts, Themes and Patterns

Grade Level: 6-8, "World War II and Post War US 1939-1961"

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

Performance Indicators: a, d

Rationale:

The Holocaust impacted many groups and for many of these groups, is still impacting them today.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding strategy during instruction

One minute essays will be used throughout this lesson to check the students understanding of the topic by asking them a broad question about their person or group that they can answer in a short amount of time, this question will be broad enough that students shouldn't have trouble answering it. This activity will be done individually and will occur more than once throughout the lesson. Also, ABC summaries will also be used, as students will each be given a letter of the alphabet and asked to summarize their person or group using that letter with one word, phrase or sentence.

Section II – timely feedback for products (self, peer, teacher)

Peer feedback will be used to allow students to read their peers work and evaluate it. Student will be using a checklist, provided by the teacher, and then there will be time for discussion among feedback partners to discuss what comments they have about the work done by their peers. Teacher feedback will be done with a rubric, which will be discussed with the class before they begin the project. Both the rubric and the will include things like, historical accuracy, understanding of the overall topic and how well the student immersed themselves in the group that they were studying. The peer feedback will happen before teacher feedback, and after peer feedback, students will have the opportunity to edit things before submitting their writings for teacher feedback.

Summative (Assessment of Learning):

Blog/Wiki/Weebly (100 Points):

You will be given a group or a person that played an important role in the Holocaust that you will learn about. From the perspective of this person or group, you will be asked to write up four different entries describing four different events of the Holocaust, pertaining to your specific group or person. The teacher will assign these events and different people will be assigned different groups. Each entry will either be posted on a blog or to a wiki page, whichever one the student feels more comfortable with. These entries will give evidence that they understand the emotional responses each group or person had to a certain event.

Integration**Technology (SAMR):**

Blog or Wiki/Weebly (Augmentation): Students will be asked to write their four write ups either on a blog, or on their own Wiki or Weebly page. This allows them to change the fonts, and color, much like they would be able to do on a word document. But, because they are posting them on a blog or Wiki/Weebly page, they can insert hyperlinks, images and upload other files to enhance the overall write up. This technology is augmentation, because it takes it a step above that of a simple word document or something hand written.

Content Areas:

English: Students will work with English because they will be asked to write from a different view point than their own, much like the author of a book or novel would.

Technology: Students will be asked to either use a Wiki or a Blog, which are technologies they might be new to the students and will be asked to show understanding of how to use these technologies.

Groupings**Section I - Graphic Organizer & Cooperative Learning used during instruction**

A cluster/word web will be used as students complete this task, they'll use their graphic organizer to pick a person or group and highlight key topics relating to that person or group. By using this word web, they will be able to organize any findings they collect about their particular person or group, which will make the process of writing up their entries. Using the Who Am I activity, students will step into their roles as their chosen person or group and be able to answer questions they might be asked about their person or group. They will be asked to answer their questions in character, and give all their information in character, acting as though they are that group or person, as opposed to just relaying the information.

Section II – Groups and Roles for Product

While the blog entries, research and one minute essays will both be done individually, students will have plenty of opportunities to work together during this lesson. They will have opportunities for peer feedback, which will be done in partners and will require students to talk with classmates. The Who Am I activity and ABC summaries, students will be working in small groups and given opportunities to ask questions and learn about what their classmates have been researching.

Differentiated Instruction

MI Strategies

Verbal: Students will be required to write up posts, and read, about many different groups and people during the Holocaust.

Logic: Students will have the freedom to arrange their blog or wiki posts however they want.

Kinesthetic: During the Who Am I activity, students will have to embody the group of person they are representing and answer questions in character, posed to them by the class.

Intrapersonal: All the blog and wiki work will be individualized, so students will have the chance to work alone.

Interpersonal: Students will have the opportunity to share their work and ideas with group members. Groups will be different every day so students will get to work with many other students in the class.

Naturalist: Students will have to research the nature conditions of the groups and people during the Holocaust, which might include researching the weather and areas they stayed in.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

If a student is absent, the assignment and work for the day will be listed on the class wikispaces, and students are encouraged to either email me, or their classmates to receive any information they might have missed while they were out. If a student is able to access the wikispaces from their home, any handouts will also be placed in a folder for that day, and students can pick them up the next day and have all the information that they need to do that day's lesson.

Extensions

Technology (SAMR):

Blog or Wiki/Weebly (Augmentation): Students will be asked to write their four write ups either on a blog, or on their own Wiki or Weebly page. This allows them to change the fonts, and color, much like they would be able to do on a word document. But, because they are posting them on a blog or Wiki/Weebly page, they can insert hyperlinks, images and upload other files to enhance the overall write up. This technology is augmentation, because it takes it a step above that of a simple word document or something hand written.

Gifted Students:

Gifted students will have the opportunity to act out their Who Am I activity in front of the class and take questions from the whole class, instead of just to their small group. They will also have the opportunity to make their blog or Wiki/Weebly public, so anyone can read their research and findings, instead of just the class and the teacher. These students might also find ways to enhance their blog or Wiki/Weebly entries, so people who read them and find them might get more out of the information.

Materials, Resources and Technology

- Laptop
- Dongle
- Handouts (graphic organizers)
- LCD projector
- Lined paper
- Laptops for all the students
- Rubrics

- Peer feedback checklists
- White board markers

Source for Lesson Plan and Research

Cluster/Word Web (graphic organizer):

<http://eduplace.com/graphicorganizer/pdf/cluster.pdf>

Who Am I Activity:

http://www.pblearning.com/uploads/4/7/9/6/4796041/kagan_strats.pdf

One Minute Essay and ABC Summaries

<http://edu221resources.wikispaces.com/file/view/03%20-%20Formative%20Assessment%20Strategies.pdf/254282022/03%20-%20Formative%20Assessment%20Strategies.pdf>

Blogger:

<https://www.blogger.com/home>

How to use Blogger:

<https://support.google.com/blogger/answer/1623800?hl=en>

Wikispaces:

<https://www.wikispaces.com/>

How to use Wikispaces:

<https://help.wikispaces.com/>

Weebly:

<http://www.weebly.com/>

How to use Weebly:

<http://hc.weebly.com/hc/en-us/sections/200354313-Beginner-s-Guide-to-Weebly>

RubiStars (Rubrics):

<http://rubistar.4teachers.org/index.php>

Adolf Hitler Information:

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/hitler.html>

Anne Frank Information:

<http://www.annefrank.org/en/Anne-Frank/>

Oskar Schindler Information:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005787>

German Third Reich Information:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005141>

German Jews Information:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005469>

Polish Jews Information:

<http://www.yadvashem.org/yv/en/holocaust/about/09/poland.asp>

Roma Gypsies Information:

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/gypsies.html>

Homosexuals Information:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005261>

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

My classroom will be set up with groups of four desks, so students have opportunities for interaction. Some days, the desks might be split individually, but most days the desks will be in groups.

Agenda (include days and times)

Day 1 (80 Minutes):

Hook Activity (10 Minutes)

PowerPoint Introduction to Content (20 Minutes)

Assignment of Groups and Explanation of Assignment (10 Minutes)

Introduction of Blogger/Wiki/Weebly (20 Minutes)

Introduction of Cluster/Word Web (5 Minutes)

Work on Graphic Organizer (10 Minutes)

Self Journal Reflection (5 Minutes)

Assignment: Begin Research

Day 2 (80 Minutes):

One Minute Essay (10 Minutes)

Rubric Introduction (10 Minutes)

Individual Work (45 Minutes)

ABC Summaries (10 Minutes)

Self Journal Reflection (5 Minutes)

Assignment: Continue Research/Entries

Day 3 (80 Minutes):

One Minute Essay (5 Minutes)

Individual Work (40 Minutes)

Peer Feedback (30 Minutes)

Self Journal Reflection (5 Minutes)

Assignment: Continue Research/Entries

Day 4 (80 Minutes):

One Minute Essay (5 Minutes)

Who Am I Activity Example (10 Minutes)

Who Am I Activity (40 Minutes)

Finish Writings (15 Minutes)

Lesson Conclusion (5 Minutes)

Self Journal Reflection (5 Minutes)

Assignment: None

Teaching and Learning Sequence (Include all hyperlinks of the above URL's in this section.)

Students will understand that they can study the Holocaust through many different points of view. The different viewpoints are important to furthering our understanding of the time period and the overall Holocaust. *Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.* The Hook will be an activity known as the “Anne Frank Activity.” This activity will require the students to sit in the silenced classroom, with the lights off for five minutes. All students will sit under their desks, with the lights off, and as the teacher, I will be walking around and banging on the tables. This will give students an idea of what Anne Frank went through during her two years in hiding. Following this activity, there will be about 2 minutes for self-reflection, and then 3 minutes to discuss and share out their feelings.

Where, Why , What, Hook Tailors: Linguistic, Intrapersonal, Interpersonal

Students will know assorted groups and people, such as, Adolf Hitler, Anne Frank, Oskar Schindler, Aryan Race, German Reich, Jews, Gypsies, Homosexuals **See content notes.** A [cluster/word web](#) will be used as students complete this task, they'll use their graphic organizer to pick a person or group and highlight key topics relating to that person or group. By using this word web, they will be able to organize any findings they collect about their particular person or group, which will make the process of writing up their entries. [ABC summaries](#) will be used, as students will each be given a letter of the alphabet and asked to summarize their person or group using that letter with one word, phrase or sentence. As they are working on this, I will be moving around the room and checking on groups and talking to groups to ask them what they are learning from the activity and answer any questions they might have. [One Minute Essays](#) will be used throughout this lesson to check the students understanding of the topic by asking them a broad question about their person or group that they can answer in a short amount of time, this question will be broad enough that students shouldn't have trouble answering it. At the end of the lesson, students will not be required to hand out their One Minute Essays, as they will be used for reflection at the end of the unit. Students will also use the [Who Am I activity](#), as they will step into their roles as their chosen person or group and be able to answer questions they might be asked about their person or group. They will be asked to answer their questions in character, and give all their information in character, acting as though they are that group or person, as opposed to just relaying the information.

Equip, Explore, Rethink, Tailors: Linguistic, Verbal, Visual, Kinesthetic, Interpersonal, Intrapersonal

Students will be able to understand why it is important to look at events from more than one point of view and it's important to do so with every event, whether it be a historical event, or an event in our own lives. Students will study multiple different viewpoints of the Holocaust and through this, they will create writings from the viewpoint of a particular group of person, they will post these writings on either a blog, Wiki or Weebly. They can use any resources they would like to research their group or person. Using the person and group they are assigned, they will be asked to research that group and four events, which they will write small write ups about. They will write what their group or person was doing during this event. They will post all these writings on [Blogger](#), [Wiki](#) or [Weebly](#); whichever they find the easiest to use and think would be the most effective. For any student who doesn't understand how to use any of these they have tutorials available to them ([Blogger](#), [Wiki](#), [Weebly](#)) and can ask any other questions they might have. The research, writing entries and One Minute Essays will be done individually, but the will be asked to work together on peer feedbacks, ABC summaries and during the Who Am I activity. During all these activities, students will work in small groups and discuss what they have learned and the impact it's had on their learning, while students are working, I will be walking around and making sure all students are staying on task and contributing to the work. Peer feedback will be used to allow students to read their peers work and evaluate it. Student will be using a checklist, provided by the teacher, and then there will be time for discussion among feedback partners to discuss what comments they have about the work done by their peers. The peer feedback time will be the day before the project is due, so students have time to edit their work before passing in the product for assessment by the teacher. Teacher feedback will be done with a rubric, which will be discussed with the class before they begin the project.

Experience, Revise, Refine, Tailors: Interpersonal, Intrapersonal, Verbal, Logic

As a teacher, I will provide students a [rubric](#) before they begin their project and they will be able to follow the rubric to make sure they are including everything they need to include. I will meet with students during their individual work time to see where they are on and take a look at where they fall on the rubric. Once the project is handed in, students will receive their grades the next time class meets, and if they want to edit anything, they can meet with me and talk about something they might be able to do or simply discuss their grade. The next lesson will be about how the past impacted the Holocaust and events that happened prior to the Holocaust that might have led to the Holocaust happening, and it's important to understand groups that were impacted during the Holocaust, so we can look at their history while examining the past.

Evaluate, Tailors: Intrapersonal, interpersonal, visual, verbal

Teacher Content Notes

Students will know important people and groups that were directly impacted by the Holocaust. They will know how they were impacted by the Holocaust at the time and their reactions and responses to big events during the Holocaust.

[Adolf Hitler](#):

- Founder and leader of the Nazi party
- He was the Head of State, Supreme Commander of the Armed Forces and Führer of Germany
- Identified with the German Worker's Party during World War I
- Had oratory skills that made him a desirable leader
- Died in April 1945

Anne Frank:

- Born in Germany, in 1929 to Jewish parents, Otto and Edith Frank
- In 1933, the Frank family immigrates to Netherlands, where the Germany soon invades
- The Frank family along with 4 others go into hiding in 1942
- The family was found and arrested in 1944, and Otto was the only one to survive the concentration camps
- The diary she kept in hiding was published in 1947

Oskar Schindler:

- Schindler was a German factory owner in the 1930s
- In November 1939, he began operating a Jewish run factory, Emalia
- Employed at one point 1,000 Jewish workers out of 1,700 workers
- Constantly intervened when Jewish workers were being mistreated
- Helped facilitate the survival of over 1,000 Jews

Aryan Race:

- Believed by Nazis to be the "master race"
- Classified as the only "Racially acceptable" in Nuremberg Race Laws
- People who wanted to be a member of the Reich had to have an "Aryan Certificate"
- Closely associated with Anti-Semitism

German Third Reich:

- Also known as "Nazi Germany"
- Came into power in Germany in 1933, after being voted into power
- Strong users of propaganda to keep public in closet about concentration camps
- Believed that "racially inferior" people needed to be eliminated
- Led by Adolf Hitler

German Jews:

- 160,000 - 180,000 German Jews were killed in the Holocaust
- Many German Jews immigrated out of Germany
- Many German Jews were also deported out of the Germany
- Many were sent to Ghettos to live
- In 1943, there were fewer than 20,000 Jews living in Germany

Polish Jews:

- About 3.3 Million Jews lived in Poland prior to World War II, the highest in Europe
- 10% of Polish population was Jewish
- Poland taken by Germany and the Soviet Union in 1939
- Approximately 1.8 million Jews lived in the German occupied Poland and all were put in Ghettos and sent to Concentration Camps
- At the end of the war only 380,000 Jews remained in Poland

Roma Gypsies:

- Roma Gypsies originated from India
- 250,000 Roma Gypsies were killed in the Holocaust, the second highest number after the Jews
- Most Roma Gypsies were sent and executed in the Auschwitz concentration camps
- The Citizenship Law on 1943 didn't mention Gypsies because they weren't expected to exist much longer due to execution

Homosexuals:

- Nazis believed they could find a "cure" for male homosexuality and did many experiences
- They were believed to be weak and effeminate and unable to fight for German
- In the concentration camps, some used their sexuality to gain favors and survival
- They were often separated from other prisoners and humiliated instead of killed
- The number of homosexuals killed in the concentration camps is unknown

Handouts

- Graphic organizer
- Peer feedback checklist
- Rubric
- Content notes
- List of groups and people

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Cluster/Word Webs will be used by students to help them organize their entries, and students will be provide a structure that their assignment should follow. Peer feedback sheets and rubrics will also be provided prior to feedback, so students understand what they are being graded and evaluated on.

Microscope: Students will be asked to analyze their research and put themselves into a different perspective to write their findings down. They will also be asked to talk with their classmates about their findings and use these group sessions to further analyze their information and understand their findings. Their graphic organizers will help with analyzing their content.

Puppy: Students will work with groups and have opportunities to get feedback from their peers and from the teacher to understand the project. In groups, students will have the chances to further understand the assignment and get comfortable with the information.

Beach Ball: Students will get to choose what group or person they want to research and take on the persona of, students will also get to choose whether or not they do a Wiki, Weebly or blog.

Rationale: By having many opportunities for group work and many different options and activities throughout the lesson, all different learning styles can be engaged and participating in the assignment.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Section 1:

One minute essays will be used throughout this lesson to check the students understanding of the topic by asking them a broad question about their person or group that they can answer in a short amount of time, this question will be broad enough that students shouldn't have trouble answering it. This activity will be done individually and will occur more than once throughout the lesson. Also, ABC summaries will also be used, as students will each be given a letter of the alphabet and asked to summarize their person or group using that letter with one word, phrase or sentence.

Section 2:

Peer feedback will be used to allow students to read their peers work and evaluate it. Student will be using a checklist, provided by the teacher, and then there will be time for discussion among feedback partners to discuss what comments they have about the work done by their peers. Teacher feedback will be done with a rubric, which will be discussed with the class before they begin the project. Both the rubric and the will include things like, historical accuracy, understanding of the overall topic and how well the student immersed themselves in the group that they were studying. The peer feedback will happen before teacher feedback, and after peer feedback, students will have the opportunity to edit things before submitting their writings for teacher feedback.

Summative:

Blog OR Wiki (100 Points):

You will be given a group or a person that played an important role in the Holocaust that you will learn about. From the perspective of this person or group, you will be asked to write up four different entries describing four different events of the Holocaust. These events will be assigned by the teacher and different people will be assigned different groups. Each entry will either be posted on a blog or to a wiki page, whichever one the student feels more comfortable with. These entries will give evidence that they understand the emotional responses each group or person had to a certain event.

Rationale: With multiple different assessments throughout the lesson, there will be an accurate measurement of student learning and understanding of the information and their growth of learning from the beginning of the lesson to the end.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: See Content Notes

MLR or CCSS or NGSS

Content Area: Social Studies

Standard Label: E. History

Standard: E1 Historical Knowledge, Concepts, Themes and Patterns

Grade Level: 6-8, "World War II and Post War US 1939-1961"

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

Performance Indicators: a, d

Facet:

Students will be able to recognize the importance of studying many perspectives during the Holocaust. (Self Knowledge). Students will be able to exhibit the importance of multiple points of view to understand the Holocaust. (Application).

Rationale: In this lesson students will expend on their learning and have a further understanding of the impact the Holocaust had on people around the world.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

Verbal: Students will be required to write up posts, and read, about many different groups and people during the Holocaust.

Logic: Students will have the freedom to arrange their blog or wiki posts however they want.

Kinesthetic: During the Who Am I activity, students will have to embody the group of person they are representing and answer questions in character, posed to them by the class.

Intrapersonal: All the blog and wiki work will be individualized, so students will have the chance to work alone.

Interpersonal: Students will have the opportunity to share their work and ideas with group members. Groups will be different every day so students will get to work with many other students in the class.

Naturalist: Students will have to research the nature conditions of the groups and people during the Holocaust, which might include researching the weather and areas they stayed in.

SAMR:

Blog or Wiki/Weebly (Augmentation): Students will be asked to write their four write ups either on a blog, or on their own Wiki or Weebly page. This allows them to change the fonts, and color, much like they would be able to do on a word document. But, because they are posting them on a blog or Wiki/Weebly page, they can insert hyperlinks, images and upload other files to enhance the overall write up. This technology is augmentation, because it takes it a step above that of a simple word document or something hand written.

Rationale: This lesson involves many different multiple technologies and introduces students to a technology that might be new to them and allow them to use their multiple intelligence in a new way.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: The lesson allows students to learn information in new ways with technology and give them a handle on this new information. It gives many opportunities for feedback from teachers and allows them to look back on their own learning. It also allows students to work with other students to analyze their learning.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: This lesson gives students the opportunity to use a technology in a classroom that they might not have thought they could use before. It allows them to learn about a new technology and introduces it into a classroom effectively.